

OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
FOREIGN LANGUAGE CHECKLIST
~KINDERGARTEN~

Communication: Communicate in languages other than English—Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children’s literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Benchmark A: Ask and answer questions and share preferences on familiar topics.

- ___ 1. Answer simple questions about personal information and other familiar topics (e.g., name, age, favorite color, birthday month, day of the week, weather).
- ___ 2. Tell about emotions and states (e.g., I’m sad. I’m fine.).

Benchmark B: Exchange personal information.

- ___ 3. Exchange greetings.

Benchmark C: Request clarification.

- ___ 4. Respond to questions seeking clarification (e.g., Do you want red or blue? Do you understand? What is this?).

Benchmark D: Give and follow a short sequence of instructions.

- ___ 5. Follow simple classroom instructions (e.g., Sit down. Be quiet. Go to the board.).

Benchmark E: Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

- ___ 6. Respond to simple requests (e.g., Stand up./Levántate. Raise your hand./Lève la main. Walk./Zou.).

Benchmark F: Identify people and objects based on descriptions.

- ___ 7. Identify and/or match pictures relating to oral or signed descriptions (e.g., Point to a man. Find an apple.).
- ___ 8. Arrange objects in a floor or table graph according to likes or dislikes (e.g., I like the color red./Me gusta el color rojo. I hate spinach./Horenso wa kirai desu.).

Benchmark G: Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

- ___ 9. Understand new words from the use of pictures within a text.

Benchmark H: Identify the main idea and describe characters and setting in oral, signed or written narratives.

- ___ 10. Sequence illustrations of events in a familiar children’s story (e.g., pictures, props).

Benchmark I: Dramatize songs, short stories, poetry or activities.

- ___ 11. Recite short poems/rhymes or sing/sign songs with appropriate body movements.

Benchmark J: Tell or retell stories.

- ___ 12. Draw a picture based on a story.

Benchmark K: Present information orally, signed or in writing.

- ___ 13. Name or place labels on common objects/places.

Benchmark L: Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

No indicator at this grade level.

Cultures: Gain knowledge and understanding of other cultures—Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Benchmark A: Observe, identify and describe simple patterns of behavior of the target culture.

- ___ 1. Identify items or pictures relating to celebrations, traditions, holidays or events of the target culture (e.g., birthdays, the New Year).

Benchmark B: Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

- ___ 2. Sing/sign songs, play games and celebrate events from the target culture.
- ___ 3. Imitate classroom gestures and courtesy expressions commonly used in the target culture (e.g., greet teacher, wave goodbye, say thank you).

Benchmark C: Observe, identify, describe and reproduce objects, images and symbols of the target culture.

- ___ 4. Identify items from the target culture (e.g., clothing, foods, toys, origami, God’s eye).
- ___ 5. Make or imitate simple culture items (e.g., flag, song).

Benchmark D: Identify distinctive contributions made by people in the target culture.

- ___6. Identify some major contributions from the target culture (e.g., food, sports, music).

Connections: Connect with other disciplines and acquire information—Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Benchmark A: Describe concepts and use skills from across disciplines.

- ___1. Use numbers to count (1-31), add (1-9) and tell the date.
___2. Describe the weather and seasons.
___3. Sort objects according to attributes (e.g., color, shape, length, size).
___4. Identify units of time (e.g., days of the week, months).
___5. Name and demonstrate the relative position of objects (e.g., over, under, inside, outside).

Benchmark B: Identify viewpoints of the target culture through authentic sources and expressive products.

- ___6. Repeat names of characters and artifacts in a simple folktale or story using pictures and objects.
___7. Name objects from the target culture (e.g., simple musical instruments, toys, games, food items) cued by visuals or the objects themselves.

Comparisons: Develop insight into the nature of language and culture—Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between

accepted practices, products and perspectives (cultural comparisons).

Benchmark A: Identify and describe linguistic structures and writing systems of the target language and English.

- ___1. Distinguish between sounds of the target language and English.
___2. Imitate sounds of the target language.

Benchmark B: Recognize that linguistic structures carry meaning and vary across languages.

- ___3. Imitate formal and informal language (e.g., vous/tu, Sie/du).

Benchmark C: Identify and describe patterns of behavior in various cultural settings.

- ___4. Identify common names and naming practices between the target culture and students' own culture (e.g., how to address the teacher, patronymics).

Benchmark D: Identify and describe products of the target culture and students' own culture.

- ___5. Sort items into categories related to the target culture and students' own culture (e.g., clothing, flags).

Communities: Participate in multilingual communities and cultures at home and around the world—Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Benchmark A: Present information about the target language and culture to others.

- ___1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).

Benchmark B: Perform for a school or community event.

- ___2. Perform simple songs for classroom, school or community events.

Benchmark C: Exchange information with people locally or around the world.

- ___3. Interact with target language speakers (e.g., greetings, games, songs).

Benchmark D: Use various products and media from the target culture and language for personal enjoyment.

- ___4. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture from a variety of sources (e.g., audio tapes, videos, guest speakers, older students).
___5. Play age-appropriate games from the target culture (e.g., Jon Ken Pon—Rock-Paper-Scissors; Víbora de la Mar—London Bridge; Am stram gram).

Benchmark E: Attend, participate in or view target culture events and share with others.

- ___6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.

Benchmark F: Organize and present basic information about various careers, including those that require understanding of another language and culture.

- ___7. Sort community professions and associated items (e.g., tools, colors, symbols, dress) into career categories.

Benchmark G: *Work cooperatively in groups to accomplish a task.*

- ____8. Practice taking turns and effective use of materials
(e.g., listening during show-and-tell, then speaking;
sharing a basket of crayons).